**English for Academic Purposes 2**

Syllabus and Assessment Guidelines

2019. 2. 25 ~ 2019. 6. 16

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| **Course Title** | EAP 2 |
| **Originating Department** | School of Foreign Languages |
| **Course Book** | Academic English: Integrated Course 2 |
| **Course Credits** | 4 Academic Credits |
| **Course Hours** | 2 Periods per Week\*16 Weeks |

Introduction - EAP 2

**Course Description**

This course is an integrated course for EAP (English for Academic Purposes), including EAP reading, listening, speaking and writing. The ultimate goal of EAP courses is to enable students to function more effectively in their specialty courses and their overall academic career. Therefore, it is necessary to equip them with all the essential skills that will faciliate their future study and research.

This course focuses on giving instructions on the language and academic skills required to perform well in an English-speaking academic context. **Language skills** addressed include: listening comprehension, fluency development, oral intelligibility, reading, writing, and vocabulary development. **Academic study skills** addressed include: note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills.

**Learning Outcomes**

At the end of this course, students are expected to be able to develop their intergarted ability for academic English. More specifically, the learning outcomes of this course expect the students to be able to:

1. understand and critically read a longer expository or argumentative text and **research papers**;

2. understand a lecture and take effective notes when listening;

3. participate confidently in class discussions, group projects and presentations;

4. write an academic text with the basic structure and appropriate language styles and conventions;

5. develop critical thinking ability.

Course Plan

The content of this course is mainly based on the coursebook *Academic English: Intergrated Course 2*, which features various skills in EAP listening, speaking, reading and writing. The book contains 8 units, with each unit focusing on a topic of natural science or sociology. In each unit, there are authentic reading and listening materials selected from authoritative sources. Abundant language skills and academic skills will be introduced. Students can apply these skills in the relevant exercises. In addition, the book provides a large amount of vocabulary exercises which can be done by students after class.

Considering the limited course hours, we will cover 7 units in the book. The rest of the book can be assigned to students for home-reading and self-study. Teachers would better require students to preview the contents of each chapter before having class, therefore the students may understand the correspondent contents easier. Generally speaking, **we spend two weeks to teach one unit**. Since there will be **three holidays** in this semester (**Friday in Week 6 & 15 and Wednesday in Week 10**), the classes on **Wednesday and Friday** may have less contents accordingly.

The following lesson plan is for a general guideline. Teachers may add or cut down certain part according to the needs of the class. Teachers are also welcomed to adopt a variety of pedagogy to best explain and illustrate the lesson contents

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| **Date** | **Lesson contentS** | **homework** |
| **Week 1** | * Explain aims and objectives of this course. | * Teacher gives the assignment. |
| **Week 2** | **Unit 1 Higher education**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | * Teacher gives the assignment. |
| **Week 3** | **Unit 1 Higher education**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Teacher gives the assignment. |
| **Week 4** | **Unit 2 Social networks**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | * Assignment 1 |
| **Week 5** | **Unit 2 Social networks**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Assignment 1 review |
| **Week 6** | **Unit 3 Medical care**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | * Teacher gives the assignment. * Starting TEDx presentations- group1 (Assignment 2) |
| **Week 7** | **Unit 3 Medical care**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Teacher gives the assignment. * TEDx presentations- group2 (Assignment 2) |
| **Week 8** | **Unit 4 Gender equality**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | * Teacher gives the assignment. * TEDx presentations- group3 (Assignment 2) |
| **Week 9** | **Unit 4 Gender equality**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Teacher gives the assignment. * TEDx presentations- group4 (Assignment 2) |
| **Week 10** | **Unit 5 Artificial intelligence**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (presentation skills) * Relevant Exercises | * Teacher gives the assignment. * TEDx presentations- group5 (Assignment 2) |
| **Week 11** | **Unit 5 Artificial intelligence**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Teacher gives the assignment. * TEDx presentations- group6 (Assignment 2) |
| **Week 12** | **Unit 6 Communications**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (presentation skills) * Relevant Exercises | * Teacher gives the assignment. * TEDx presentations- group7 (Assignment 2) |
| **Week 13** | **Unit 6 Communications**   * Listening & Viewing * Review what has been taught in the whole semester. * Feedback time. * Give concluding words to students. | * Teacher gives the assignment. * TEDx presentations- group8 (Assignment 2) |
| **Week 14** | **Unit 7 Forces of nature**   * Listening & Viewing * Review what has been taught in the whole semester. * Feedback time. * Give concluding words to students. | * Teacher gives the assignment. * TEDx presentations- group9 (Assignment 2) |
| **Week 15** | **Unit 7 Forces of nature**   * Listening & Viewing * Review what has been taught in the whole semester. * Feedback time. * Give concluding words to students. | * Teacher gives the assignment. * TEDx presentations- group10 (Assignment 2) |
| **Week 16** | **Summary and reflection**   * Summarize what students learnt in the past 2 semesters * Reflect on whether the teaching of EAP is effective or not * Call for students’ feedback | * Teacher gives the assignment. |

**Note:**

Students will submit **two writing assignments** which can show their progress in the semester. They need to submit them to the teacher to keep a record. The selected assignments should **have a total score, the teacher’s or the peer’s feedback on the paper**.

Assessment

**Mode of Assessment**

The assessment of this course is continuous and integrated. Continuous here means that the assessment takes place throughout the course. Integrated here means that different assessed components contribute to the overall grade.

**Components of Assessment**

There are three components for the assessment of students in this course, namely, students' **class performance**, students' **assignments** and students' **final essay**. For an overall grade of 100, these three components account for 20%, 50% and 30% respectively.

Specifically, students' class performance (20%) primarily includes their attendance (10%) and their engagement in the class activities (10%).

The teacher can design assignments for the students to fulfill, the sum of which results in the total score of students' assignments (50%).

The final essay makes up 30% of the total score of this course. It requires the students to apply all the writing skills and principles that they have learnt in two semesters and incorporate them in writing an essay with the topics chosen by themselves. In consideration of its significance in the course, the marking of this coursework should follow consistent criteria among all the teachers. The detailed writing descriptors to assess students' final essay can be found in **Appendix 4**.

Finally, we may use the following diagram to show the components of assessment in a clearer way.

Final Essay

30%

Assignments 50%

100&

Class Performance 20%

Total score 100%

100&

= + +

**Appendix 1: Assignment 1**

**DEADLINE:** Week 5

**SUBMITTING:** Submit **hard copy** (A4), font size: 12, font type: Times New Roman

**TASK:** Write an introduction paragraph for an **academic essay** by making use of the skills learnt in these two semesters.

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| **Core Requirements** |
| * **Word Count: around 100-200 words** * **Must choose a topic among the 8 themes in the textbook** * **Must conform to the genre conventions for an academic essay** |

**Appendix 2: Assignment 2**

**DEADLINE:** weeks 6-15 (depending on group number)

**SUBMITTING:** Must prepare ppt slides

**TASK:** Present a **TedX style group presentation** by making use of the skills learnt in these two semesters.

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| **Core Requirements** |
| * **Must be around 10-18 minutes long STRICTLY** * **Simple slides with a lot of visuals** * **Each class must have 10 groups** * **Must use enough evidence, examples or reasons to support your ideas** * **Team coordination is critical when presenting** * **Must present clearly and confidently** |

**Appendix 3: Final Essay**

**DEADLINE:** May 31st, 2019

**SUBMITTING:** Submit **hard copy** (A4), font size: 12, font type: Times New Roman

**TASK:** Write an **academic essay** by making use of the skills learnt in these two semesters.

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| **Core Requirements** |
| * **Word Count: more than 800 words** * **You’d better develop an essay plan and follow it** * **Must choose a topic among the 8 themes in the textbook** * **Minimum of 3 sources in text and in reference list (only English Language sources may be used)** * **Must conform to the genre conventions for an academic essay** * **Must use the APA style for citations and references** * **Must use enough evidence, examples or reasons to support the main arguments** |

**Task Information:**

* You should go to the library or websites to find sources for the assignment. Some suggested online resources: the SCUT Library e-resources, or visit Google, Google Scholar, Microsoft Academic Search, <http://www.bing.com/> etc.
* Make sure that you use your own ideas and words to write the essay. If you want to use other people's idea, it is of vital importance to 1) **cite** or 2) **paraphrase** other's words, and provide accurate citations and references at the same time. **If any severe plagiarism has been detected, your work will fail without any excuse.**
* **You should know how to use citation and referencing of the two articles you have reviewed.**
* Must **proofread** before submission.
* Task must be typed, not hand-written.

**Appendix 4: Writing Discriptors for Assessing Final Essay**

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|  |  | **Content** | **Organisation** | **Grammar** | **Vocabulary** | **References** |
| **9** | **90-99** | * Main ideas are creatively formed and skilfully developed. * Extensive background knowledge demonstrated with a clear understanding of central topics. * Demonstration of advanced critical and analytical thinking skills. | * All aspects of organization are managed with a high degree of skill. * All 9cohesive devices are seamlessly integrated into the text. * The text can be followed effortlessly. | * A wide range of 6sentence types and/or grammatical structures used with full flexibility. * Punctuation and/or capitalisation is used skilfully. * Any grammatical errors are insignificant. | * 3Register and style are appropriate throughout. * Word choice is varied and sophisticated; successfully conveys precise meaning. * Word forms are consistently accurate. * Spelling is accurate throughout and any ‘slips’ are rare. | * All aspects of referencing and citation are skilfully handled. |
| **8** | **80-89** | * Main ideas are skilfully selected and fully and logically supported by relevant evidence and examples. * Background knowledge demonstrated with a clear understanding of central topics. * Clear examples of critical and analytical thought process are present throughout. | * All 7required parts are present and clearly 8marked; content in each part is appropriate and skilfully organized in accordance with genre conventions. * All 9cohesive devices are error free. * The text can be followed effortlessly. | * Uses a flexible and diverse range of 6sentence types and/or grammatical structures. * Both 1basic and 2advanced grammar structures are formed accurately. * Punctuation and/or capitalisation errors are virtually non-existent. * Grammar errors never pose reading difficulties. | * 3Register and style are appropriate throughout. * Word choice is precise and varied; goes beyond frequently used. * Word forms are accurate with only minor ‘slips’ which never detract from meaning. * No spelling errors in frequently used words although there may be a few errors in less common words. | * The references are error free. * All citations are relevant to the topic, and almost always located in a correct context. * Uses a variety of introductory phrases and/or reporting verbs to show attitude toward idea(s) expressed. |
| **7** | **70-79** | * Required number of main ideas is carefully selected and non-repetitive with some evidence of critical thought. * Supporting evidence and/or examples present with further development and full relevancy. * Demonstrates a clear understanding of central topics * Clear examples of critical and analytical thought process | * All 7required parts are present and clearly 8marked; content in each part organized in accordance with genre conventions. * 9Cohesive devices are used effectively with few inaccuracies or repetitions. * The text can be followed with ease throughout. | * A good range of 6sentence types are present; both simple and complex sentences are used with control although there may be occasional errors. * Both 1basic and 2advanced grammatical structures are generally formed accurately. * Few punctuation and/or capitalisation errors. * Grammar errors maybe noticeable, but 4non-intrusive. | * 3Register and style are almost always appropriate but with minor lexical and syntactical errors. * Word choice is varied, but not always precise; goes beyond frequently used. * Word forms are almost always accurate. * No spelling errors in frequently used words but errors occur in less common words and these may be noticeable. | * The references are error free. * Citations are present and largely error free with occasional minor discrepancies. * Uses a variety of introductory phrases and/or reporting verbs effectively. |
|  |  | **Content** | **Organisation** | **Grammar** | **Vocabulary** | **References** |
| **6** | **60 -69** | * All 5task requirements have been met. * Required number of main ideas present, and all are relevant to the task, but are repetitive at times. * Supporting evidence and/or examples present with further development, but may have minor irrelevancies. * Demonstrates a good understanding of central topics with minor gaps. * Some examples of critical thinking can be seen. | * All 7required parts are present and 8marked; the organization shows a good attempt to follow genre conventions. * 9Cohesive devices are used effectively; may be repetitive and/or have non-intrusive errors. * The text can be followed with little difficulty. | * Simple 6sentence types are well formed; several examples of correctly formed complex sentences are present. * 1Basic grammatical structures are formed accurately; several examples of correctly formed 2advanced grammatical structures are present. * A few, 4non-intrusive punctuation and/or capitalisation errors. * Grammar errors may pose minor reading difficulties. | * 3Register and style are generally appropriate, but with some lexical and syntactical errors. * Word choice is good; some 4non-intrusive inaccuracies. * Few, 4non-intrusive errors in word forms. * Few, 4non-intrusive errors in the use of 3appropriate register and/or collocations. * Few, 4non-intrusive spelling errors in frequently used words or supplied words. | * The references may have occasional errors. * Citations are present but may contain occasional errors * Generally uses introductory phrases and/or reporting verbs appropriately |
| **5** | **50-59** | * Most 5task requirements have been met. * Specified number of main ideas present; most are relevant to the task with repetition. * Supporting evidence and/or examples present, although not always well developed and/or relevant. * Understanding of central topics demonstrated, but with some gaps. | * All 7required parts are present and generally 8marked; content in each part is generally appropriate but some material may be located in the wrong place. * 9Cohesive devices may be used effectively, but likely subject to over/under use. * The text is generally readable although at times may be difficult to follow. | * Simple sentences are formed with few mistakes; some attempt at complex sentences although run-ons and fragments maybe present. * 1Basic grammatical structures are formed with few mistakes; some attempted 2advanced grammatical structures are correctly formed. * Several errors in punctuation and/or capitalisation. * Grammar errors can pose some reading difficulties at times. | * Some effort has been made to write in a 3register and style appropriate to the task but not always successful. * Word choice is adequate for the task; may be repetitive or have some errors. * Several 4non-intrusive errors in word forms. * Several 4non-intrusive errors in the use of appropriate register and/or collocations. * Several spelling errors. | * The references may have occasional errors. * Citations are present, but numerous errors may exist. * Some attempt at using introductory phrases and or reporting verbs but these are very repetitive or missing. |
| *From this point on up, markers should be thinking about focusing more on range as opposed to accuracy. In this way, risk-takers can be rewarded for venturing into areas of more complex language.* | | | | | | |
| **4** | **40-49** | * A few 5task requirements have been met. * Some main ideas present but are often irrelevant and repetitive. * Some supporting evidence and/or examples may be irrelevant and/or missing. | * Most 7required parts are present but may not be clearly 8marked; content in not always appropriate. * Errors with or omissions of 9cohesive devices are common and may impede communication. * The text is difficult to follow. | * Some examples of correctly formed simple sentences. * Sentence errors impede communication, and/or frequent run-ons and/or fragments are present. * Numerous errors with 1basic grammatical structures; very few examples of correctly formed 2advanced grammatical structures. * Many errors in punctuation and/or capitalization. | * An effort to write in an 3appropriate register and style has been attempted in places, but unsuccessfully. * Frequent errors in word choice/word form/ collocation may obscure meaning and impede communication. * Frequent spelling errors may obscure meaning and impede communication. | * The references contain numerous errors and some items are missing. * Citations are present, but largely incorrect or inconsistent. * No attempt at using introductory phrases and/or reporting verbs. |

**Notes to Markers:**

**1. Repetition of ideas is a CONTENT issue. Repetition of language is covered under ORGANISATION.**

1**Basic Grammatical Structures:** *SV agreement, plurals, pronouns,* ***a*** *vs.* ***an****, possessive adj., prepositions of time & location, negation, simple past and present, can, must, Verb + INF (want, need, forget, remember), verb + ing (like, enjoy ,love, hate, begin, start, finish, stop,)*

2**Advanced Grammatical Structures:** *Articles (2nd mention [‘a’ then ‘the’]), able to, could, should, might, comparative, superlative, conditional, genitive* ***s****, Impersonal* ***It****, present perfect, seem/look + adj., some/any, (Too) much/many, too/either, too + adj. + inf., demonstratives, etc..*

3**Appropriate Register:** *Ideally should not include contraction, spoken discourse, informal slang/idioms/proverbs, and/or anecdotes*

4 **‘Non-intrusive’ is defined as:** *‘An error which does not impede communication.’*

5**Task Requirements**: *Word count, appropriacy of format, completion of task specified in the assignment.*

6**Sentence types:** *Types of sentences (simple, compound, complex), run-ons, fragments, comma splices, parallel structures*.

7**Required Parts:** *Summary and Evaluation*

8**Marked:** *Proper use of subheadings, new lines, indentation and typographical features such as bold, italics, underline and font size*

9**Cohesive devices:** *for example,* *pronouns, demonstratives, articles, substitution, ellipsis, etc****.***

**2. The five criteria weigh equally in scoring. The final score is an average one of five sub-scores.**